

# Social and Emotional Learning and the Young Child: Resources from DPI



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Wisconsin Graduates are  
College and Career **READY**



ALL STUDENTS IN  
WISCONSIN GRADUATE  
FROM HIGH SCHOOL  
ACADEMICALLY PREPARED  
AND SOCIALLY AND  
EMOTIONALLY COMPETENT  
BY POSSESSING AND  
DEMONSTRATING...

**Knowledge**

Proficiency in academic content

**Skills**

Application of knowledge through skills  
such as critical thinking, communication,  
collaboration, and creativity

**Habits**

Behaviors such as perseverance,  
responsibility, adaptability, and leadership

These proficiencies and attributes come  
from rigorous, rich, and well-rounded  
public school experiences.

# In Wisconsin...

## Every Child a Graduate, College & Career Ready

**EVERY** Student is:

- Academically Prepared
- Socially Competent
- Emotionally Competent

Demonstrated through:

- Knowledge
- Skills
- Habits

# Why Does it Matter?



## ARE YOU CAREER READY?

**Professionalism/Work Ethic**  
Demonstrate personal accountability and effective work habits punctuality, working productively with others time management, understanding the importance of a professional work image and demonstrating integrity.

**Critical Thinking/Problem Solving**  
Exercise sound reasoning and analytical thinking; use knowledge, facts, and data to solve problems and make decisions.

**Teamwork/Collaboration**  
Build collaborative relationships representing diverse cultures, races, ages, genders, religions, ethnicity, and viewpoints; work within a team structure; negotiate/resolve conflicts.

**Oral/Written Skills**  
Articulate thoughts and ideas clearly and effectively to a variety of audiences; demonstrate public speaking skills.

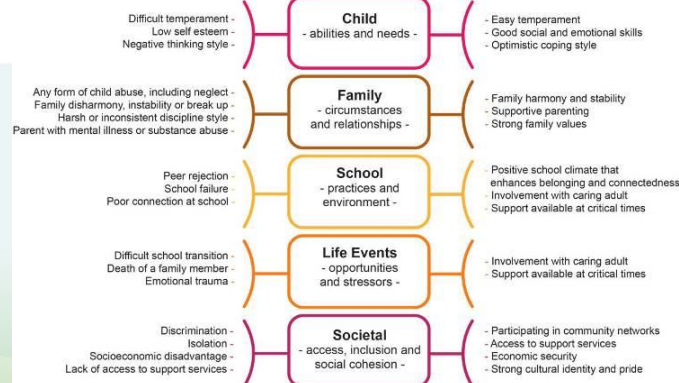
**Application and Information Technology**  
Select and utilize technology to solve problems and accomplish goals.

**Leadership**  
Leverage the strengths of others to achieve common goals; organize, prioritize, and delegate work; use empathy; skills to guide and motivate.

**Career Management**  
Identify and articulate skills, strengths, knowledge, & experiences; manage career opportunities; pursue those opportunities.

**Global/Intercultural Fluency**  
Value, respect, and learn from diverse cultures, race, age, gender, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, willingness, and the ability to interact respectfully with all people and understand individual's differences.

## Risk factors



# Wisconsin School Mental Health Framework

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhframework.pdf>





# SEL in WI: A Recap

**Social and Emotional Learning is:**

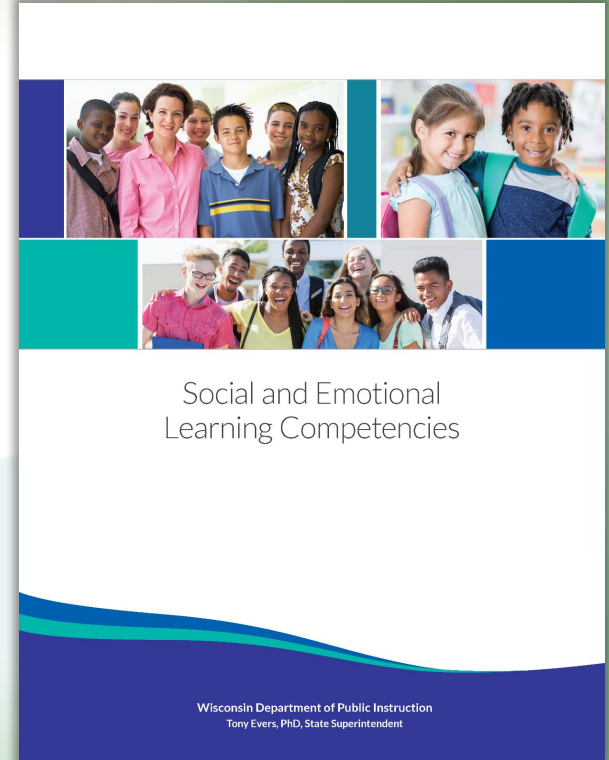
The **process** through which children and adults **acquire** and **effectively apply the knowledge, attitudes, and skills** necessary to **understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.**



# Link Between WI Model Early Learning Standards and WI Pre-K-Adult SEL Competencies



[https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels\\_5theditionfinal.pdf](https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf)



<https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf>

# Link Between WI Model Early Learning Standards and WI Pre-K-Adult SEL Competencies

## Wisconsin Model Early Learning Standards Section Two

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# Link Between WI Model Early Learning Standards and WI Pre-K-Adult SEL Competencies

EMOTIONAL DEVELOPMENT			
Understand and manage one's emotions			
No.	CASEL Domain	PK-5K	1st-3rd
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. <i>Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1</i>	Learners will be able to recognize and label a variety of their own basic emotions.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. <i>WMELS Domain II A EL.1</i>	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. <i>WMELS Domain II A EL.1</i>	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.
4	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. <i>WMELS IV A EL.1</i>	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.
5	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. <i>WMELS Domain II A EL.2</i>	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.
6	Social Awareness	Learners will be able to associate words and gestures with a variety of emotions expressed by others. <i>WMELS Domain II A EL.2</i>	Learners will be able to predict how someone else may feel in a variety of situations.



# WI Pre/K-Adult SEL Competencies and the CASEL Framework

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

### SELF-MANAGEMENT

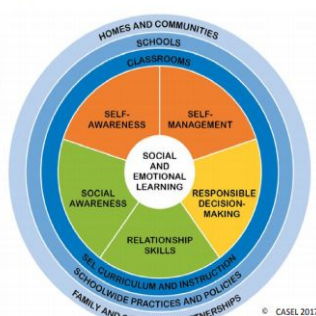
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



© CASEL 2017

## Self-Concept

PRE-KINDERGARTEN THROUGH 5TH GRADE

### SELF-CONCEPT

Develop positive self-identity and recognize self as a lifelong learner

No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
7	Self-Awareness	Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	Learners will be able to identify and describe skills and activities they do well and those for which they need help.	Learners will be able to use a "growth mind set" in order to recognize and build on their strengths.
8	Self-Awareness	Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	Learners will be able to identify and explore their own beliefs.	Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.
9	Self-Awareness Social-Awareness	Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	Learners will be able to define the role family and culture play in their identity and beliefs.	Learners will be able to identify their role in their family and community and how those roles impact their identity.
10	Self-Management	Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A EL.1	Learners will be able to identify simple goals for personal and academic success.	Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.
11	Self-Awareness Self-Management	Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL.2	Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.	Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.

# Educator Resources

## School Mental Health

School Mental Health Framework ▾

Social-Emotional Learning

SEL Conference and Training Opportunities

Character Education

Out-of-School Time Afterschool Programs

SEL Alignment Tools

Online Safety & Social and Emotional Learning

Build Your SEL Expertise

For Parents and Families

SCHOOL MENTAL HEALTH / SOCIAL AND EMOTIONAL LEARNING

## Social and Emotional Learning

### The Wisconsin PK-Adult Social and Emotional Learning Competencies are Available!



Social and Emotional Learning Competencies

This guide is designed to provide educators and out-of-school-time youth service professionals with the essentials for implementing a comprehensive approach to SEL. [Find the Social and Emotional Learning Competencies here.](#)

[Introduction to Wisconsin Social and Emotional Learning Competencies](#) (YouTube video)

[Introduction to Wisconsin Social and Emotional Learning Competencies](#)

[Minnesota Great Lakes Equity Center SEL Implementation Guidance](#)

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

# Educator Resources

[Racine Pyramid Model](#)

[CSEFEL-Pyramid Model](#)

[American Institutes for Research-SEL](#)

[CASEL Guide to Schoolwide SEL](#)



# Promoting Social and Emotional Learning in Preschool



ISSUE BRIEF

## Promoting Social and Emotional Learning in Preschool

**Programs and Practices that Work**



Photo: © 2016 Spring Street

This issue brief, created by The Pennsylvania State University with support from the Robert Wood Johnson Foundation, is one of a series of briefs that addresses the need for research, practice and policy on social and emotional learning (SEL). SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Learn more at [www.rwjf.org/social Emotional Learning](http://www.rwjf.org/social Emotional Learning).





# Parent and Family Resources

[DPI-SEL for Parents and Families](#)

[CASEL School Guide-Family Partnerships](#)



# Questions?



# Thank You



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To book a consultation or ask questions:

<https://outlook.office365.com/owa/calendar/WisconsinDepartmentofPublicInstruction@WIDPIPRD.onmicrosoft.com/bookings/>